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SCIENCE

FRIDAY, OCTOBER 13, 1911

CONTENTS

<i>American Veterinary Education and its Problems:</i> PROFESSOR VERANUS A. MOORE	457
<i>The British Association for the Advancement of Science:</i> —	
<i>Address to the Botanical Section:</i> PROFESSOR F. E. WEISS	464
<i>Work at the Marine Biological Station at San Diego:</i> PROFESSOR WILLIAM E. RITTER	480
<i>The International Eugenics Congress</i>	483
<i>Professor Johannsen's Columbia Lectures</i> ...	484
<i>Scientific Notes and News</i>	484
<i>University and Educational News</i>	487
<i>Discussion and Correspondence:</i> —	
<i>The Cotton Worm in Massachusetts:</i> PROFESSOR H. T. FERNALD. <i>Vectorial Treatment of Secondary Maxima in Grating Spectra:</i> PROFESSOR HENRY CREW	488
<i>Quotations:</i> —	
<i>The University President and his Professors</i>	488
<i>Scientific Books:</i> —	
<i>De Vries's The Mutation Theory:</i> DR. C. STUART GAGER. <i>Walker's Outlines of the Theory of Electromagnetism:</i> PROFESSOR E. P. ADAMS	491
<i>Contagious Abortion in Cattle:</i> PROFESSOR H. L. RUSSELL	494
<i>Special Articles:</i> —	
<i>A Counting Method for the Mechanical Analysis of Soils:</i> C. C. FLETCHER. <i>A Posterior Communication of the Air-bladder with the Exterior in Fishes:</i> PROFESSOR EDWIN CHAPIN STARKS	495

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AMERICAN VETERINARY EDUCATION AND ITS PROBLEMS¹

IN analyzing the subject assigned as my part of the committee's report, I became deeply impressed with the responsibility that rests upon those who are in a measure charged with the difficult task of molding a system of education for these great countries that will yield efficient veterinary service. The first generation of veterinary educators in America is rapidly passing away. Its efforts were spent in meeting the demands and grappling with the conditions of a new country and there was little time for it to reckon with the educational methods as they had developed in more mature and cultured Europe. While this first generation manfully battled against the onslaught of disease in the rapidly increasing animal population, discoveries were being made, and methods tested and put into operation, pertaining to veterinary education and practise, of which these new countries were unmindful. At no time in the history of man has a generation witnessed greater revolutions in the theories, facts and methods of a profession than those which occurred in rapid succession in the active lifetime of Alexander Liautard, Andrew Smith, Duncan McEachran and James Law, three of whom still remain as wise counselors among us. These distinguished men have witnessed all that has been accomplished in the acquisition of definite knowledge of specific diseases, sanitary science, the introduction of the newer

¹ A paper presented by the chairman of the Committee on Intelligence and Education of the American Veterinary Medical Association, at its annual meeting, Toronto, August, 1911.